Lesson Cultural Relevance/Responsiveness Evaluation Rubric

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| **Levels/Criteria** | **Excellent (4)** | **Acceptable (3)** | **Developing (2)** | **Unacceptable (1)** | **Score/Level** |
| **Instructional Materials’ Alignment to Multicultural Education, Diversity, and Equity** | Lesson materials fully reflect cultural, language, and gendered diversity and fully support cultural bias-free, stereotype-free, and barrier-free instruction.  Materials include ample evidence of contributions of underrepresented scientists, and their contexts are designed to capture the interest of all students. | Lesson materials adequately reflect cultural, language, and gendered diversity and adequately support cultural bias-free, stereotype-free, and barrier-free instruction.  Materials include adequate evidence of contributions of underrepresented scientists, and their contexts are designed to capture the interest of all students. | Lesson materials partially reflect cultural, language, and gendered diversity and partially support cultural bias-free, stereotype-free, and barrier-free instruction.  Materials include some evidence of contributions of underrepresented scientists, and their contexts may or may not be designed to capture the interests of all students. | Lesson materials do not or only weakly reflect cultural, language, and gendered diversity and do not or only weakly support cultural bias-free, stereotype-free, and barrier-free instruction.  Materials include little evidence of contributions of underrepresented scientists, and their contexts may or may not be designed to capture the interests of all students. |  |
| **Levels/Criteria** | **Excellent (4)** | **Acceptable (3)** | **Developing (2)** | **Unacceptable (1)** | **Score/Level** |
| **Instructional Materials’ Inclusion of Culturally Responsive Lens** | Materials include multiple examples, contexts, illustrations, and applications related to students’ real-life experiences, cultural and linguistic backgrounds.  Materials encourage creative thinking and effective problem-solving skills.  Materials demonstrate multiple perspectives of a specific science-related concept.  Instructional materials provide tools to set high expectations for culturally and linguistically diverse students. | Materials include an adequate number of examples, contexts, illustrations, and applications related to students’ real-life experiences, cultural and linguistic backgrounds.  Materials mostly encourage creative thinking and effective problem-solving skills.  Materials demonstrate some perspectives of a specific science-related concept.  Instructional materials provide tools to set high expectations for culturally and linguistically diverse students, but tools may not be appropriate. | Materials include few examples, contexts, illustrations, and applications related to students’ real-life experiences, cultural and linguistic backgrounds.  Materials rarely encourage creative thinking and effective problem-solving skills.  Materials demonstrate perspectives of a specific science-related concept, but perspectives may be inaccurate.  Instructional materials may or may not provide tools to set high expectations for culturally and linguistically diverse students. | Materials do not include examples, contexts, illustrations, or applications related to students’ real-life experiences, cultural and linguistic backgrounds. Or examples are incorrect.  Materials do not encourage creative thinking or effective problem-solving skills.  Materials fail to demonstrate perspectives of a specific science-related concept, but perspectives may be inaccurate.  Instructional materials do not provide tools to set high expectations for culturally and linguistically diverse students. |  |
| **Levels/Criteria** | **Excellent (4)** | **Acceptable (3)** | **Developing (2)** | **Unacceptable (1)** | **Score/Level** |
| **ENGAGE** | Questions posed to access prior knowledge tap into students’ intellectual capital and are comprehensively designed so that all students can answer by drawing on past experiences.  Visuals presented are representative of multiple cultural groups and contexts.  Stories shared to peak student curiosity are representative of underrepresented groups. | Questions posed to access prior knowledge mostly tap into students’ intellectual capital and are adequately designed so that all students can answer by drawing on past experiences.  Visuals presented are mostly representative of multiple cultural groups and contexts.  Stories shared to peek student curiosity are mostly representative of underrepresented groups. | Questions posed to access prior knowledge do not or only weakly tap into students’ intellectual capital and are not designed so that all students can answer by drawing on past experiences.  Visuals presented are representative of only some cultural groups and contexts.  Stories shared to peek student curiosity are representative of only dominant groups. | No questions are posed to access prior knowledge and thus do not tap into students’ intellectual capital nor are they designed so that all students can answer by drawing on past experiences.  Visuals presented (if presented at all) are representative of dominant cultural groups and contexts.  Stories shared to peek student curiosity are representative of underrepresented groups. |  |
| **Levels/Criteria** | **Excellent (4)** | **Acceptable (3)** | **Developing (2)** | **Unacceptable (1)** | **Score/Level** |
| **EXPLORE** | Investigation is fully inquiry- and constructivist-based and is designed utilizing students’ cultures, experiences, and values.  Investigation is collaborative and student groups are entirely diverse.  Members of groups working together are given or choose specific tasks.  Investigation includes cross-disciplinary connections that serve to reinforce concepts repeated in differing contexts to lead students to content mastery.  Exploration is comprehensively designed to encourage the development of students’ critical consciousness.  Investigation includes socio-political elements appropriate to its context. | Investigation is mostly inquiry- and constructivist-based and the cultures, experiences, and values of students were considered in its construction.  Investigation is partially collaborative and student groups are mostly diverse.  Members of groups working together are given specific tasks.  Investigation includes cross-disciplinary connections that mostly reinforce concepts repeated in differing contexts to lead students to content mastery.  Exploration is designed to encourage the development of students’ critical consciousness.  Investigation includes socio-political elements. | Investigation contains a minimal amount of inquiry- and constructivist-based strategies and students’ cultures, experiences, and values were not involved in its construction.  Investigation contains only a few collaborative elements and student groups may or may not be diverse.  Members of groups work together.  Investigation includes only weak or no cross-disciplinary connections to lead students to content mastery.  Exploration ineffectively encourages development of students’ critical consciousness.  Investigation may or may not include socio-political elements. | Investigation does not include inquiry- and constructivist-based strategies or strategies included are incorrectly identified as inquiry- and constructivist-based.  Investigation is designed to be completed individually.  No group work is included in the investigation.  Investigation omits cross-disciplinary connections.  Exploration does not address students’ critical consciousness.  Investigation is absent of socio-political elements. | 1 ok |
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| **EXPLAIN** | New knowledge is linked to prior and future knowledge in a way that scaffolds and enhances student understanding.  Most concepts and content are cross-disciplinary and represent multiple perspectives and representations.  Content is completely relevant to the culture, experiences, prior knowledge, and beliefs of all students.  Students are invited to participate in content explanation as they share their findings and examples from Explore. Student findings enhance overall student understanding of the content. | New knowledge is linked to prior and future knowledge.  Some concepts and content are cross-disciplinary and represent 2-3 perspectives and representations.  Content is mostly relevant to the culture, experiences, prior knowledge, and beliefs of all students.  Students are invited to participate in content explanation as they share their findings and examples from Explore. | New knowledge is either linked to past or future knowledge, but not to both.  An attempt was made to make interdisciplinary connections regarding concepts and content, but the attempt resulted in confusion among students. An attempt was made to represent 2-3 perspectives and representations in the content but were mostly unsuccessful.  Content is only sporadically relevant or inappropriate to the culture, experiences, prior knowledge, and beliefs of most students.  Students may or may not be invited to participate in content explanation. | .  No attempt was made to connect new knowledge to past or future knowledge.  No attempt was made to connect the content with students’ cultures, experiences, prior-knowledge, or beliefs.  No attempt was made to connect the content with students.  Students do not participate in Explain. |  |
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| **ELABORATE** | Elaborate activity requires students to learn to apply learning from the previous sections of this lesson in a novel or different way.  Elaborate involves an inquiry-based investigation that requires data collection and analysis. | Elaborate activity requires requires students to apply learning from the previous sections in a new or novel way, but applications are either not new or novel.  Elaborate involves elements of an inquiry-based investigation but may or may not require data collection and analysis. | Elaborate activity makes an attempt to require students to apply learning in a new or novel way, but instead is mostly a repeat of Explore.  Elaborate consists of an activity which may or may not include data collection and analysis. | Elaborate is a repeat of Explore or Explain.  Students do not collect or analyze data. |  |
| **Levels/Criteria** | **Excellent (4)** | **Acceptable (3)** | **Developing (2)** | **Unacceptable (1)** | **Score/Level** |
| **EVALUATE** | Assessments are varied and designed to ensure multiple avenues towards success.  Factual and conceptual knowledge is measured along with critical thinking skills and social connectedness.  Lesson ensures that students are engaged in self-assessment and are encouraged to use their self-assessment to grow academically.  Lesson provides choice of access points to challenging assignments and rubrics are provided that are fully explained to students.  Teacher allows for student involvement in the creation of assessment criteria and instruments.  Formative assessments are used throughout the lesson. | Assignments are mostly varied and designed to ensure multiple avenues toward success.  Factual and conceptual knowledge is measured along with either critical thinking skills or social connectedness.  Lesson involves students in self-assessment, but students may or may not use the assessment information to grow academically.  Lesson provides choice of access points to challenging assignments and rubrics are provided.  Formative assessment(s) is used during the lesson. | Assignments are somewhat varied.  Factual and conceptual knowledge is measured and either critical thinking skills or social connectedness are addressed but not assessed.  Lesson attempts to allow for student-assessment but students were not able to successfully do so.  Lesson provides challenging assignments.  Formative assessment was attempted but assessment did not align with content or concepts. | Assignments are not varied.  Factual and conceptual knowledge is not measured in a way that yields any useful information.  No student self-assessment opportunities were included in the lesson.  Lesson assignments are dull and include rote learning.  No attempts at formative assessment are included in the lesson. |  |
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